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ABSTRACT

A model teacher education curriculum was developed for consideration by Virginia institutions of higher education, local education agencies, and state-operated programs in the provision of preservice and inservice instruction for academic and vocational educators to teach students with disabilities in the regular setting. The Delphi method was used to gather input from stakeholders. A total of 38 reviewers represented various constituencies. Knowledge, skills, and application competency statements were generated under six areas of study: child growth and development; student evaluation; instructional planning; classroom management; integration; and policies and procedures. The model curriculum guides staff development in higher education institutions for serving students with disabilities in academic and vocational classrooms. Four recommendations were made about the curriculum: disseminate to educational programs and facilities for use in training educators; use in training students to recognize individual differences and provide experiences for disabled students; use for special education course work for recertification requirements; and distribute to local school divisions for staff development. (Over half of this document contains five appendices: Virginia House Joint Resolution Number 420, 1991 session; letters; self-study guide--resources for the approval process for programs preparing special educators in Virginia; model curriculum reviewers; and excerpt of revisions of regulations governing the licensure of school personnel.) (NLA)

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REPORT OF THE
DEPARTMENT OF EDUCATION ON

The Special Education Model Curriculum for Regular and Vocational Educators and Recommendations for Its Use

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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RICHMOND
1992

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PREFACE

The 1991 General Assembly, at the request of chief patron Delegate Joyce K. Crouch (R/Campbell, Lynchburg), passed House Joint Resolution 420 requesting the Board of Education to review and study certification and recertification regulations relating to special education knowledge and preparation for all teachers and administrators and to develop a model teacher education curriculum (refer to Appendix A for HJR 420).

A Virginia Department of Education team developed a model curriculum which reflects current and future issues in the education of children and youth with disabilities. Participating staff members are listed below:

Patricia Abrams, Team Leader, Specialist for Special Education

Kenneth Bradford, Specialist for Language Arts

Kay Brown, Specialist for Vocational Education

Sharon deFur, Specialist for Transition and Special Education

Jaye Harvey, Specialist for Early Childhood Special Education

Sara Irby, Specialist for Teacher Education

Ann Michie, Specialist for Compliance and Special Education

Lissa Power-Cluver, Specialist for Policy and Planning

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EXECUTIVE SUMMARY

Many students identified as having disabilities and eligible for special education spend most of their instructional day in regular classes. It is unknown how prepared the regular and vocational teachers are to accept these students and adapt their instruction to meet their individual learning needs. Until recently, there was no requirement in Virginia for teacher preparation institutions of higher education to include content and experiences that address recognition of individual differences, including students with disabilities. Since implementation of the requirement, there has been a wide variety of offerings among colleges and universities intended to meet this requirement.

The purpose of this project was to develop a model teacher education curriculum for consideration by institutions of higher education, local education agencies, and state operated programs in the provision of preservice and inservice instruction for regular and vocational educators to teach students with disabilities in the regular setting. A team was formed to develop the model curriculum. Expertise from Department of Education staff included regular, special, and vocational education specialists.

The Delphi method was used to gather input from stakeholders. A total of 38 reviewers were identified who represent various constituencies including, teachers, administrators, faculty from institutions of higher education, and parents of students with disabilities. The model curriculum was designed to be broad enough to be considered a model which institutions of higher education faculty and local educators can use to guide their staff development in serving students with disabilities in regular and vocational classrooms. It is recommended that the model curriculum be:

- disseminated to Virginia's institutions of higher education, local school divisions, state operated programs, and proprietary facilities for use in training regular and vocational educators.

- used by institutions of higher education for inclusion in preservice course work for preparing regular and vocational educators in fulfillment of the requirements to address recognition of individual differences and provide practical experiences with students who have disabilities.

- used for course work in the area of special education to satisfy the content requirement for recertification (refer to Appendix E).

- distributed to local school divisions in order to provide a resource for staff development of new and veteran regular and vocational teachers in Virginia.

Included in the report (Appendix B) are letters from Delegate Crouch and the State Special Education Advisory Committee reflecting positions that support use of the model curriculum.

INTRODUCTION

Many students identified as having disabilities and eligible for special education spend most of their instructional day in regular classes. Current estimates are that over 110,000 students with disabilities are receiving special education services in Virginia's public schools, and approximately 67 percent of these students receive at least 40 percent of their instructional day in regular education classrooms. It is unknown how prepared the regular and vocational teachers are to accept these students and adapt their instruction to meet their individual learning needs. Delegate Crouch's resolution reflects the State Special Education Advisory Committee's historically expressed concern regarding the inadequacy of training of regular and vocational education teachers in the area of special education. In addition to concerns at the state level, there is a high interest of local special education advisory committees about inadequately prepared regular educators, specifically expressed by Ms. Kaye Lipscomb of Campbell County Public Schools' Advisory Committee.

Purpose

The purpose of the Special Education Model Curriculum for Regular and Vocational Educators is to provide a framework for use by faculty at institutions of higher education and local educators to use in the provision of preservice and inservice education about serving students with disabilities in the regular setting. Two major documents used to prepare the curriculum were: Bibliography of Special Education Personnel Training Competencies, and the 1986 Self Study Guide for Special Education Preparation section on "Suggested Outcomes for Regular Education Areas" (refer to Appendix C for the abstract of the "Self Study Guide"). Other research-based resources were consulted throughout the curriculum's development. The Special Education Model Curriculum for Regular and Vocational Educators was developed to guide staff development programs and be used by certificate holders to satisfy the content requirement for recertification.

Process

Expertise from the Department of Education staff which included regular, special, and vocational educators comprised the team that developed the model curriculum. Knowledge, skills, and application competency statements were generated under the following six areas of study:

- Child Growth and Development
- Student Evaluation
- Instructional Planning
- Classroom Management
- Integration
- Policies and Procedures

The application competency statements are presented as "Suggested Activities" to demonstrate acquisition of the knowledge and skills.

The Delphi method was used to gather input from stakeholders. This research method consists of conducting a series of reviews by constituencies who will be impacted by the final product. The input from reviews by stakeholders was incorporated into the model curriculum. A total of 38 reviewers were identified who represent various constituencies including: faculty from institutions of higher education, teachers, administrators, Department staff, members of advisory committees (State Special Education, Personnel Development, and Teacher Education and Certification), professional organizations (Virginia Education Association, Virginia Council of Administrators of Special Education), and parents of students with disabilities. All who were nominated volunteered their services to review three (3) drafts of the model curriculum. The list of reviewers can be found in Appendix D.

The Delphi reviews were designed to collect different facets of information from the stakeholders. Three rounds of reviews by the stakeholders focused on the following areas:

- broad areas of study to be included in the final product, as well as importance of the competencies for inclusion in these areas;
- usability of the curriculum; those items assumed to be critical for beginning teachers and those items which are best covered in field-based instruction; and,
- feasibility of using the model curriculum at both the preservice and inservice levels.

The comments provided by the reviewers served as a guide for developing the curriculum as well as providing direction for how it should be used for preservice and inservice education. It is recommended that the model curriculum be used to guide staff development of new and veteran regular and vocational educators in Virginia.

SPECIAL EDUCATION MODEL CURRICULUM FOR REGULAR AND VOCATIONAL EDUCATORS

Virginia Department of Education
October 1991

Developed by

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Introduction

The curriculum should be considered a model which institution of higher education faculty and local educators can use to focus their instruction for regular and vocational educators in the area of special education. It is equally applicable for elementary language arts teachers as it is for secondary vocational teachers. The content listed in the model curriculum is the basis for the specific competencies and learning activities for faculty who are designing courses that span the entire semester for regular and vocational educators. The curriculum is designed to be adaptable to meet the needs of beginning and veteran regular and vocational educators in local school divisions, state operated programs, and proprietary facilities. The six areas of study are:

- Child Growth & Development
- Student Evaluation
- Instructional Planning
- Classroom Management
- Integration
- Policies & Procedures

The knowledge competencies are designed to address the awareness and understanding levels of learning. The competencies in the skills area are designed to reinforce the understanding of basic concepts introduced in the knowledge statements. In addition to competencies developed for knowledge and skill levels of learning, each area includes a section of suggested activities. The suggested activities are designed to demonstrate acquisition of knowledge and skills reflected in the competency statements. A resource list has been developed and is included in the Special Education Model Curriculum for Regular and Vocational Educators to assist faculty and school personnel charged with delivering the content.

As a result of the extensive review by stakeholders, recommendations are made for use of the model curriculum at both the preservice and inservice levels, as described below:

Recommendations for Preservice Preparation

- All items in the knowledge and skills areas were considered critical for beginning regular and vocational teachers. Therefore, it is recommended that the entire content of the model curriculum be introduced in teacher preparation programs.

- Faculty reviewers suggested a variety of methods for delivering the content of the model curriculum in teacher preparation programs. Several reviewers suggested to include various topics as part of the seminar component of selected practicum courses. Other reviewers advised that the model curriculum content comprise one three-credit course rather than infusing the content into several existing courses across disciplines. Most reviewers advised that the curriculum be taught by faculty with expertise in special education.

- The "Suggested Activities" were identified as most appropriate for field-based experiences rather than delivered through a lecture format. It is, therefore, recommended that field-based or practicum experiences be built into the course work to assure application of the content.

Recommendations for Inservice Staff Development

- Existing inservice programs for regular and vocational educators could be modified to include the concepts in the model curriculum. For example a 2-day workshop, TIME (Teaching In the Mainstreamed Environment), is required for all instructional staff in Henrico County Public Schools. The TIME program already covers topics in the model curriculum and could be modified to address other areas. Many of the concepts in the curriculum are included in Project TEAM (Teaching Educators About Mainstreaming), the state-wide staff development program that trained trainers in local school divisions to provide staff development to teachers and administrators at the local level.

- The model curriculum could be infused into the inservice schedule offering the six areas of study throughout the year; for example include one hour sessions once or twice a week after students are dismissed and cover additional content in occasional half-day or day-long sessions.

- It was generally agreed by local educators that the entire model curriculum for regular and vocational educators be offered for college credit and to fulfill recertification requirements.

1.0 **Child Growth and Development:**
Knowledge and skills in this area will assist the teacher to develop, for purposes of student identification and instructional planning, sensitivity to the impact of disabilities on child development.

Knowledge:

1.1 Describe biological factors that may place a child at risk for abnormal development.

1.2 Describe environmental factors that may place a child at risk for abnormal development.

1.3 Describe stages of normal development from birth through young adulthood, indicating characteristics of abnormal development for the following developmental domains: motor, language, cognitive, social-emotional, psychomotor.

1.4 Define the following terms:
a. developmental delay
b. at risk
c. early intervention

1.5 Recognize the major categories of disabilities: specific learning disabilities, serious emotional disturbance, mental retardation, severe/profoundly handicapped, visual impairment, hearing impairment, deaf, deaf-blind, speech or language impairment, autism, orthopedic impairment, other health impairment, developmental delay, and traumatic brain injury.

1.6 Define, characterize, and indicate the prevalence of each disability.

1.7 Describe the primary impact of each type of disability on growth and development.

Child Growth and Development Suggested Activities

- *Assume the roles of the teacher and parent in a parent conference. Communicate concerns regarding a child's development in one or more areas from both teacher and parent viewpoints.*
- *Given information on a student's health condition(s), discuss the specific learning, social, and vocational problems the student may experience.*
- *Predict implications for changes in teaching methodology which may be necessary in the future, based on student demographic forecasting.*
- *Given case studies of students of early childhood, pre-adolescent, and adolescent ages, identify indicators of abnormal development.*
- *Defend the rationale for early intervention for children experiencing developmental delay.*

1.8 Identify regular characteristics of the following conditions and implications for learning:

a. Attention deficit disorder and attention deficit/hyperactive disorder
b. Fetal alcohol syndrome
c. Drug exposure
d. HIV/AIDS
e. Child neglect and abuse
f. Low birth weight (prematurity)

1.9 Demonstrate understanding of the interaction between cultural influences (e.g., race, ethnicity religion, and differences in socioeconomic status) and disabling conditions on the child and family.

1.10 Identify demographics of future public school student populations including: socioeconomic status, family structure, physical and mental health, ethnic origin, primary language, and other areas found to be relevant for public school educators.

Skills:

1.11 Give examples of how the teacher can recognize possible abnormalities in child growth and development (e.g., know warning signs, use local procedures to validate professional judgement).

1.12 Identify cultural factors that may have an impact on student learning and behavior (e.g., language dialect differences in students and teacher bias).

1.13 Describe the influence that cultural differences may have on family acceptance of a child with a disability and participation in the child's education.

Child Growth and Development Suggested Activities

- *Identify professionals and agencies who could provide information on child development, disabilities, and cultural influences.*
- *Given information on student language behaviors, discuss whether behavior is related to language disability or cultural differences.*
- *Observe a child or youth with a disability in educational settings. Complete a developmental checklist and write a summary of the observation. Compare this student performance with same age peers in motor, language, behavior, cognitive, and social-emotional areas.*
- *Interview a parent of a child with a disability who is of a different ethnic background, religion, and/or socioeconomic status regarding children or youth with disabilities in that culture.*

2.0 **Student Evaluation:**
Competencies in this area are designed to assist the regular educator to understand diagnostic assessment and to use instructional assessment more fairly and accurately with students who have disabilities.

Knowledge:

2.1 Describe the child study process and specifically what is meant by "pre-referral" intervention strategies.

2.2 In general, identify the type of assessment information that is and is not available from assessments such as:
psychological,
educational,
sociological,
medical,
speech & language,
vocational,
occupational therapy,
physical therapy,
neurological assessments.

2.3 Describe the relationship between child study, evaluation, eligibility and the individualized education plan (IEP).

2.4 Identify alternative accommodations and modifications grading procedures for students with disabilities, (i.e., weighting for verbal responses and projects, use of portfolio to supplement cumulative exams, etc.) and determine appropriate use of such modifications.

2.5 Develop an awareness of culturally-biased assessment devices and the resultant impact on educational placement and performance of students with disabilities.

2.6 Identify various commonly used assessment instruments (e.g., intelligence, achievement, processing).

2.7 Describe how test data is transcribed on the IEP.

Student Evaluation
Suggested Activities

- *Given a variety of student evaluation reports (e.g., psychological, sociological, medical, educational, classroom observation and vocational assessment), identify uses of information for the special education process and student program.*

- *Adapt an assessment tool for use when students exhibit mild, moderate, and severe disabilities.*

- *Through classroom observations, review of assessment information, and interactions with a student, determine the student's strengths in learning academic material.*

Skills:

2.6 Explain the use of student evaluation data for purposes of:
   a. determining eligibility for special education,
   b. planning the instructional program,
   c. determining student progress.

2.7 Communicate results of educational assessment, orally and in writing, to different audiences (e.g., parents, other teachers, students).

2.8 Determine acceptable ways to modify/adapt formal and informal assessment tools, administration site, and/or method of administration pertinent to the specific needs of students with disabilities.

2.9 Determine the advantages and disadvantages of traditional and alternative grading procedures for student with disabilities.

2.10 Explain the relationship between culturally-biased assessment devices and the over-identification of minority students in special education.

Student Evaluation Suggested Activities

- *Given a case study describing a child or youth compete a special education referral forma and identify sources of data to make an appropriate referral.*
- *Develop an informal curriculum based assessment tool to measure mastery of specific objectives.*
- *Role play describing the results of an assessment to a student.*
- *Given a case study, role play the teacher making a presentation to a child study team so that the team understands the major issues in the student's everyday performance.*
- *Create a list for use by the classroom teacher that reflects sources of classroom data for the pre-referral and child study process.*

2.11 Given a case study report, with evaluative data, project culturally relevant instuctional goals and objectives.

Student Evaluation Suggested Activities

- *Debate the appropriateness of a standardized test for a known school population taking into consideration the norming of that test.*

- *Read sample evaluation reports from selected assessment personnel and determine that information that is relevant to educational planning.*

- *Prepare a debate favoring alternative grading procedures. Debate the pros and cons of alternative grading for secondary students with disabilities.*

- *Invite a panel of young adults with disabilities to discuss their experiences with assessment and evaluation while in school.*

3.0 Instructional Planning:
Competencies in instuctional planning will assist the teacher to use knowledge about students with disabilities, differentiated instruction, and classroom organization to plan instruction that maximizes each student's opportunities to accomplish the common core of learning and other learning goals.

Knowledge:

3.1 Explain what is meant by the concept of differentiated instruction and its application to students with disabilities.

3.2 List and describe instructional strategies likely to be used in the regular/vocational classroom with students who have disabilities, (e.g., cognitive-behavior strategies, cooperative teaching/learning, learning/study strategies, team teaching, computer-assisted instruction, etc.)

3.3 Explain why the IEP is the "cornerstone" in terms of ensuring that appropriate instruction and related services are provided to students with disabilities.

3.4 Describe how augmentative and alternative communication devices and assistive computer devices can be incorporated into daily classroom activities.

3.5 Identify the impact of external factors that affect a student's ability to learn in the classroom: time, class climate, group size, class procedures/organization, sound, seating, pace, distraction, quality of instruction, and interactions with peers.

3.6 Identify the different sensory modalities (e.g., auditory, visual, kinesthetic, tactile) and how they manifest in different learning preferences.

3.7 Identify individual strengths that may enhance the student's performance in the classroom and/or on a future job.

3.8 Identify the presence of bias in instruction that is related to culture and gender and evaluate the appropriate use and application of the instructional materials.

Instructional Planning Suggested Activities

- *Design and implement a group lesson plan that uses a multisensory approach to instruction.*
- *Given information about student(s) with disabilities, prepare a plan to modify the classroom environment, strategies, and materials to facilitate successful integration of the students into the regular classroom.*
- *Given information about student(s) with disabilities, develop lesson plans reflecting the principles of differentiated instruction in accordance with the student's IEP(s).*
- *Given information about certain students with disabilities, modify environment, strategies, and materials to encourage generalization of skills and/or transition from school to work.*
- *Videotape an instructional segment and self-evaluate the effectiveness of the instruction for the student with a disability.*
- *Meet with a student(s) with a disability and discuss the type of modifications, accommodations and interventions that he/she needs to assist him/her in the classroom.*

3.9 Recognize the impact of limited English proficiency including students with English as a second language on performance of all students, particularly those with disabilities.

3.10 Identify sources of support for classroom teachers faced with challenging learning and social problems of students who have disabilities.

Skills:

3.11 Match students' learning preferences with appropriate instructional strategies.

3.12 Given students with cognitive disabilities and students with sensory, speech, language, and orthopedic impairments, describe the effects of external factors on the ability to learn.

3.13 Describe ways to adapt instructional strategies and materials for students with disabilities.

3.14 Identify ways to adapt instructional strategies and materials for students with disabilities using augmentative and alternative devices and/or computer-assisted instruction.

3.15 Based on students' age, educational and developmental background describe ways to collaboratively develop appropriate post-secondary outcome goals.

3.16 Describe ways to inter-relate academics with career and vocational education for students with disabilities.

3.17 Given data from a student's IEP (e.g., strengths, weaknesses, annual goals, short term objectives, etc.) create a lesson plan to accommodate the student.

Instructional Planning Suggested Activities

- *Develop behavioral objectives for students' IEPs that demonstrate knowledge of appropriate instructional accommodations in the general curriculum.*
- *Give information on a student(s) with a disability, create orientation, support, and development strategies for integrating the student into your classroom.*
- *Generate teaching strategies and demonstrate effective use of resources in addressing specific situations involving integration of students with disabilities into the regular education program.*
- *Based on evaluation data, modify an instructional plan to facilitate integration of students with disabilities.*
- *Given information about the learning preference(s) of a student with a disability, determine how the student's classroom performance might be affected and how to accommodate for this.*
- *Develop various scenarios depicting how a particular disability may affect a student's performance (i.e., academic and behavioral) in the classroom and/or on a job.*
- *Identify several learning situations and develop a plan to use peer tutoring to facilitate the integration of a student with a disability.*

3.18 Identify the strengths of a student with a particular disability, as described in a case problem, and relate these strengths to a classroom situation and to a specific job.

Instructional Planning Suggested Activities

- *Meet with several parents of students with disabilities to discuss the types of accommodation, modifications, and interventions used in regular education program to assist their child.*

- *Given information on a student's strengths and weaknesses, project the specific learning and social problems the student may exhibit in a general classroom setting, and than role play a consultation meeting with a specialist where you ask questions on how to address these problems.*

- *Plan a cooperative learning lesson for your class that will include a student with a learning disability, a student with a visual impairment, and a student with moderate retardation.*

- *Using criteria for judging cultural and gender bias, review three or four instructional materials used in the classroom.*

- *Given case studies of culturally diverse students with cognitive, hearing, or speech/language disabilities, write appropriate educational goals and objectives for the individualized education plan (IEP).*

- *Develop an agenda for a team meeting, including identification of team members, to deal with a student learning problem described in a case study.*

4.0 Classroom Management:

The competencies is this area are designed to help the teacher use knowledge about classroom organization and behavior management to appropriately address discipline problems presented by students with disabilities in the regular setting.

Knowledge:

4.1 Describe the factors in the learning environment that may have a positive and negative impact on student behavior.

4.2 Identify behaviors that may be related to specific disabling conditions.

4.3 Explain the importance of the following in analyzing student behavior: motivation; classroom environment and schedule; antecedents and consequences; communicative intent; learning modality, style and approach; frequency; and duration.

4.4 Demonstrate knowledge of classroom management techniques and appropriate application.

4.5 Demonstrate knowledge of strategies for behavior management of student behavior (e.g., systematic observation and/or applied behavior analyses).

4.6 Identify sources of support for classroom teachers faced with challenging behavior problems of students.

Classroom Management Suggested Activities

- *Given a videotape of inappropriate behavior demonstrated by a student with a disability, suggest modifications to the learning environment to reduce the inappropriate behavior.*
- *Given a classroom floor plan and a profile of a group of students, make seating assignments and develop a rationale for these decisions.*
- *Given a case study and a lesson plan, predict management problems that may occur and describe teacher strategies to address the potential problems.*
- *Identify target behaviors and conduct a systematic observation of a student with a disability in an integrated setting. Analyze the observation data and develop a plan to modify the target behavior.*

Skills:

4.7 Describe the interaction between a disability and environmental factors on student behavior related to specific disabling conditions.

4.8 Explain the rationale for state regulations regarding the suspension and expulsion of students with disabilities.

4.9 Describe behavior/classroom management approaches that could be successful for working with students who have learning and/or behavior problems related to disabilities.

Classroom Management Suggested Activities

- *Role play conflict resolution in a simulated student conference.*
- *Role play a discipline committee meeting reviewing a proposed expulsion of a student with a disability.*
- *Participate in an experience with a panel of parents to discuss using parents as partners in classroom management and effective student discipline.*

5.0 **Integration:**
Knowledge and skills in this area will assist the teacher to understand the legal, social, and educational bases for educating students with disabilities in the least restrictive environment (LRE); the benefits for all students of this integration; and collaborative strategies for implementing this integration.

Knowledge:

5.1 Describe least restrictive environment (LRE) as it relates to integrating students with disabilities into the regular education setting.

5.2 Give reasons based on research for integrating students with mild, moderate, and severe disabilities into the regular education program.

5.3 List the continuum of service delivery settings for students with disabilities and the different types of support services available (e.g., teacher assistance teams, consulting teachers, etc.)

5.4 Explain the importance of the roles of parents and the community at large when students with disabilities are integrated into the regular classroom.

5.5 Define collaboration and consultation as it applies to educational programs and services for students with disabilities and cite examples where collaboration might be ineffective.

5.6 Identify the salient features of collaboration, including goal setting, data collection, problem identification and analysis, development of alternative solutions, action plan and action plan implementation, evaluation, and re-design to solve problems related to placement in the least restrictive environment.

5.7 Describe effective team interactions advocated in the research on collaboration, as evidenced by the following characteristics: mutual respect, trust, and open communication; consideration of each issue or problem from an ecological perspective; consensual decision-making; pooling of personal resources and expertise; shared leadership; and joint ownership of the issue being addressed.

Integration
Suggested Activities

- *Given a case study, work with parents, special education teacher, student and administrator to design a schedule for a student with disabilities to assure that the instructional program takes into account the least restrictive environment.*

- *Examine the list of extracurricular activities in a local school setting (such as clubs, music, athletics). Determine how each activity could be made accessible to students with disabilities.*

- *Prepare an agenda for staff development activity that addresses orientation of general education teachers to least restrictive environment issues.*

- *Debate the pros and cons of educating a child with a specific disability in the regular and vocational class environment.*

- *Assume the role of a teacher, role play conversations with a child care provider, potential employer, and parents of non-disabled students. Describe the benefits to students who are not disabled of integrating students with disabilities.*

5.8 Identify the salient features of team functioning (e.g., ideal team, over structured team, disorganized team) and team subsystems (e.g., factions within teams, dominant leader, dominant member) when serving students with disabilities in the least restrictive environment.

Skills:

5.9 Distinguish among various models for integrating students with disabilities in regular and vocational classrooms (e.g., consulting teacher, diagnostic prescriptive teacher, itinerant teacher, resource programs, team teaching, multidisciplinary instructional teams, departmentalized teaching, cooperative learning, student grouping, etc.).

5.10 Explain the rationale for integration of students with disabilities with regard to the following issues:
a. labeling
b. minority status
c. legislation

5.11 Distinguish differences between teacher behaviors that facilitate or inhibit individual learning in a regular classroom setting.

5.12 Develop a method to evaluate learning outcomes of students with disabilities in regular settings.

5.13 Explain the role of the classroom teacher in different collaborative arrangements (e.g., consultation, team teaching).

5.14 Describe the following:
a. developmental process of teams
b. problems that may occur with individuals or subsystems within a team
c. dysfunctions related to the team as an entity

5.15 Distinguish between productive and nonproductive exchanges in simulated team meetings when discussing the LRE for a student with disabilities.

Integration
Suggested Activities

- *Invite parents of students with disabilities to share their experiences regarding the inclusion of their child in typical family, neighborhood, school, and other settings.*
- *Conduct an attitude survey with a regular or vocational education class. Identify areas that will assist integration and areas that will be barriers.*
- *Conduct a self-evaluation of beliefs, values, and attitudes as they relate to the inclusion of students with disabilities.*
- *Role play a conference with a student receiving special education services. In response to he student's negative feelings about his/her program, explain options for change in a developmentally appropriate manner.*
- *Observe an IEP team meeting. Using the characteristics of effective team interactions in item 5.7, critique the meeting.*

6.0 **Policies and Procedures:**
Competencies in this area are designed to convey an understanding of the regulatory and ethical bases, and required processes, for ensuring that students with disabilities are served appropriately in the public education system.

Knowledge:

6.1 Communicate in regular terms the primary assurances for students with disabilities given in major federal disability legislation such as: Section 504 of the Rehabilitation Act, Individuals with Disabilities Education Act (IDEA) formerly P.L. 94-142, and the Carl Perkins Vocational and Technical Education Act.

6.2 Describe all phases of the special education process from referral through placement.

6.3 Know how to access, and be familiar with Virginia's regulations for serving children and youth with disabilities.

Skills:

6.4 Provide at least two examples of the impact that federal legislation for students with disabilities has had on educational programs.

6.5 Diagram the special education process, from referral through placement, including timelines.

6.6 Describe, in relation to state special education program standards and guidelines, the various instructional service delivery settings used for special education programs.

Policies and Procedures Suggested Activities

- *In a simulated parent conference explain the special education process to parents in relation to the student's specific situation.*
- *Identify, from case studies of class groupings, those that are in compliance with the state program standards/guidelines.*
- *Given a case study, create a plan for interaction with a culturally different family through the special education process from referral to the child study committee through developing the individualized education program (IEP), including how to accommodate for language differences.*
- *Invite parents of students with disabilities to participate in debate of merits and problems associated with disability legislation.*

RESOURCES

The following list of resources is not exhaustive. Listed are examples of resources that can be accessed by educators to supplement their delivery of the model curriculum. Selected resources are included in the areas of: documents, professional organizations that offer technical assistance, staff development programs, special education technical assistance centers, and special education teacher/administrator preparation programs in Virginia.

Documents

Appropriate Special Education Referral Practices for Elementary School Limited English Proficiency Students (1991). Ana Lado, Ph.D., Evaluation Specialist, Evaluation Assistance Center (EAC) East, Georgetown University, ESL/Bilingual Education Conference, Williamsburg, VA.

Attention Deficit Hyperactivity Disorder and the Schools Task Force Report. Virginia Department of Education, P.O. Box 6-Q, Richmond, VA.

Competencies Necessary for the Successful Internship in Learning Disabilities Resource: A Proposed Continuum of Skills Integrated from the Student Observation Through the Student Internship. Judith B. Munday, Special Education Department Chairman, Western Branch Junior High School, Chesapeake, VA.

Family Life Education: Special Education (1991). Virginia Department of Education, P.O. Box 6-Q, Richmond, VA.

Gifted Handicapped Students: The Way Forward (1990). Virginia Department of Education, P.O. Box 6-Q, Richmond, VA.

Kienast, Kay E.; Lovelace, Bill E., Vocational Education Personnel Development Needs for Working with the Handicapped. Final Report (1981). Educational Innovators, Inc., Richardson, TX. Office of Vocational and Adult Education, Washington, D. C.; Contract No. 300-80-0865; 283 p.; ED 221 665.

Learning Disabilities Directory (1991 Edition). Learning Disabilities Council, P.O. Box 8451, Richmond, VA.

Parent's Guide to Special Education. Virginia Department of Education, P.O. Box 6-Q, Richmond, VA.

Praise Prereferral Intervention Checklist for Teachers: Prereferral Accommodations and Interventions for Students with English as a Second Language. Rebecca Moscoso, Washington, D.C. Public Schools.

Self-Study Guide: Resources for the Approval Process for Programs Preparing Special Educators in Virginia (1986). This document was developed under Federal Grant No. G008300863 from the United States Department of Education. Virginia Department of Education, P.O. Box 6-Q, Richmond, VA.

Professional Organizations

Council for Exceptional Children. Bruce Ramirez, Assistant Executive Director, Department of Professional Development, 1920 Association Drive, Reston, VA 22091. Telephone: 703/620-3660

Mid-South Special Education Regional Resource Center. Sandy Challman, Information Services Department University of Kentucky, 114 Mineral Industries Building, Lexington, KY 40506-0051.
Telephone: 606/257-4921

Staff Development Programs

Excellence in Special Education Instructional Leadership (1990), Virginia Department of Education, P.O. Box 6-Q, Richmond, VA and Patricia D. Poplin, President, Creative Leadership Systems, Inc., P. O. Box 31556, Richmond, VA.

Survival Skills for The Special Education Process (1990). The Virginia Department of Education, P.O. Box 6-Q, Richmond, VA and Institute for the Study of Exceptionalities, College of Education, 103 Jackson Street, Blacksburg, VA.

TEAM Project (Teaching Educators About Mainstreaming) (1990). Virginia Department of Education, P.O. Box 6-Q, Richmond, VA and Jody L. Sands, 1008 West Franklin Street, Richmond, VA.

TIME (Teaching In the Mainstreamed Environment). Henrico County Public Schools, Departments of Personnel Development and Exceptional Education, Richmond, VA.

Special Education Technical Assistance Centers

Early Childhood Special Education

George Mason University, ECSE TAC, Pohick Module, 4400 University Drive, Fairfax, VA 22030. Dr. Michael Berhmann, Director; Ms. Mary Wilds, Coordinator; Ms. Lucy Bernard, Coordinator.

James Madison University, Department of Special Education, ECSE TAC, Harrisonburg, VA 22807. Dr. Jerry Minskoff, Director; Ms. Dianne Lowman, Coordinator.

Lynchburg College, ECSE TAC, 1501 Lakeside Drive, Lynchburg, VA 24501-8203. Ms. Merrill Tolbert, Director; Ms. Dana Guarino, Coordinator.

Old Dominion University, College of Education ECSE TAC, Room 137, Norfolk, VA 23508. Dr. Judith Schapiro, Director; Ms. Kerry Lambert, Coordinator.

Virginia Commonwealth University, School of Education ECSE TAC, 1015 West Main Street, 3086 Oliver Hall, Richmond, VA 23284. Dr. Rizpah L. Welch, Director; Mr. Michael McCormick, Coordinator.

Severely Disabled Special Education

George Mason University, SPH TAC, 4400 University Drive, Fairfax, VA 22030. Dr. Julia Jones, Director.

Virginia Commonwealth University, SPH TAC, Box 2020, Division of Educational Services, Richmond, VA 23284. Ms. Johnna Elliott, Coordinator.

Virginia Polytechnic Institute and State University, SPH TAC, 103 Jackson Street, Blacksburg, VA 24061. Dr. Wemme Walls, Director.

Mild/Moderate Special Education

Virginia Polytechnic Institute and State University, M/M TAC, 103 Jackson Street, Blacksburg, VA 24061. Dr. Wemme Walls, Director.

Transition/Vocational and Special Education

Virginia Polytechnic Institute and State University, Transition Technical Assistance Center, 244 Lane Hall, Blacksburg, VA 24061. Dr. Susan Asselin, Director.

Institutions of Higher Education
Special Education Teacher Preparation Programs

Dr. Wayne Wheatley, **Clinch Valley College**, Department of Special Education, P.O Bx 16, Wise, VA 24293.

Dr. Jim Patton, **College of William and Mary College**, Department of Special Education, Petersburg, VA 23805.

Dr. Doug Prillaman, **College of William & Mary**, Special Education Administration Services, Special Education, Williamsburg, VA 23185.

Dr. Don Steiner, **Eastern Mennonite College**, Department of Special Education, Harrisonburg, VA 22801.

Dr. Barbara Given, **George Mason University**, Department of Special Education, 4400 University Drive, Fairfax, VA 22030

Dr. Carlton Brown, **Hampton University**, Department of Special Education, Hampton, VA 23668.

Dr. Reid Linn, **James Madison University**, Department of Education, Harrisonburg, VA 22801.

Dr. Vera Williams, **Longwood College**, Department of Special Education, Farmville, VA 23901.

Dr. David Smith, **Lynchburg College**, Department of Special Education, Lynchburg, VA 24501.

Dr. Helen Bessant-Byrd, **Norfolk State University**, Department of Special Education, 2401 Corprew Avenue, Norfolk, VA 23504.

Dr. Steve Tonelson, **Old Dominion University**, Department of Special Education, Norfolk, VA 23508.

Dr. John Sycamore, **Radford University**, Department of Special Education, 910 West Franklin Street, Richmond, VA 23298.

Dr. George Selig, **Regent University**, Department of Special Education, Virginia Beach, VA 23463.

Dr. Elaine Yurek, **University of Richmond**, Department of Special Education, Richmond, VA 23273.

Dr. Charles Heuchert, **University of Virginia**, Department of Special Education, P. O. Box 9011, Charlottesville, VA 22906.

Dr. Diane Simon, **Virginia Commonwealth University**, Department of Special Education, 910 West Franklin Street, Richmond, VA 23298.

Dr. P. R. Jones, **Virginia Polytechnic Institute & State University**, Administration and Educational Services, East Eggleston Hall, #206, Blacksburg, VA 24061-0302.

Dr. Susan Asselin, **Virginia Polytechnic Institute & State University**, Vocational/Special Needs, Department of Vocational Education, Blacksburg, VA 24061.

Dr. Cherry Houck, **Virginia Polytechnic Institute & State University**, College of Education War Memorial Gym, Learning Disabilities Program, Blacksburg, VA 24061.

Dr. Charlotte Orange, **Virginia State University**, Department of Special Education, Petersburg, VA 23803.

Dr. Willie Bragg, **Virginia Union University**, Department of Special Education, 1500 Lombardy Street, Richmond, VA 23220.

APPENDIX A

HOUSE JOINT RESOLUTION NO. 420
1991 SESSION

HP9112439

1991 SESSION
ENGROSSED

HOUSE JOINT RESOLUTION NO. 420

House Amendments in [ ] - February 4, 1991

Requesting the Board of Education to review certification requirements regarding special education training and requesting the Department of Education to develop a model special education curriculum.

Patrons—Crouch, Putney, Harris, E.R. and Hawkins; Senators: Schewel, Anderson and Barker

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Referred to the Committee on Education

WHEREAS, the Commonwealth's commitment to provide a quality system of free public elementary and secondary schools "for all children of school age" is evidenced in Article VIII, Section 1 of the Virginia Constitution; and

WHEREAS, this commitment to excellence in public education for all students includes students with disabilities; and

WHEREAS, over 105,000 students with disabilities are receiving special education services in Virginia's public schools, and ~~sixty-seven~~ 67 percent of these students receive at least ~~forty~~ 40 percent of their instructional school day in regular education classrooms; and

WHEREAS, the Board of Education, in its report, "A Study of the Preparation of Special Education Instructional and Administrative Personnel, Class Size Requirements and the Funding of Special Education Programs" (S.D. 13, 1990) recommended that "all regular and vocational education teachers receive at a minimum, training in working with students who are handicapped" by requiring completion of training in this area for teachers seeking to renew their certificate; and

WHEREAS, the federally mandated State Special Education Advisory Committee has historically expressed concern regarding the inadequacy of training of regular and vocational education teachers in the area of special education and has recommended the requirement of such training in its Annual Reports to the Board of Education and has recommended training in the area of special education for all vocational education teachers; and

WHEREAS, Virginia currently is revising its requirements for special education competencies for pre-service regular education teachers; and

WHEREAS, Virginia currently has no requirement for in-service course work for regular education teachers to assist them in developing the knowledge, skills and abilities to provide an appropriate education for students in special education; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Board of Education systematically review and study Virginia's certification regulations and standards for approved teacher education programs to address the importance of acquiring the knowledge, skills, and abilities necessary to teach students with disabilities in the mainstream environment by all instructional staff and administrators and to develop recommendations regarding completion of course work in this area; and, be it

RESOLVED FURTHER, That the Board is requested to [~~amend~~ review] present recertification regulations to ensure that teachers and administrators complete course work in the area of special education and allowing such course work to satisfy content requirements toward recertification, and that completion of in-service training in this area be encouraged; and, be it

RESOLVED FINALLY, That the Department of Education shall develop a model curriculum for consideration by institutions of higher education, local education agencies and state-operated programs in the provision of instruction in the field of special education. In developing this model, the Department shall review evaluations from current Department of Education programs.

In conducting its review and study, the Board is requested to ensure that the recommendations of the State Special Education Advisory Committee are included in its

review and revision of the regulations. The Board of Education and the Department of Education shall complete their work in time to submit their findings and recommendations to the Governor and the General Assembly by December 31, 1991, as provided in the procedures of the Division of Legislative Automated Systems for processing legislative documents.

Official Use By Clerks

Agreed to By The House of Delegates		Agreed to By The Senate	
without amendment	☐	without amendment	☐
with amendment	☐	with amendment	☐
substitute	☐	substitute	☐
substitute w/amdt	☐	substitute w/amdt	☐

Date: _____ Date: _____

Clerk of the House of Delegates Clerk of the Senate

APPENDIX B

LETTERS

JOYCE K. CROUCH
200 TIMBROOK PLACE
LYNCHBURG, VIRGINIA 24502

TWENTY-SECOND DISTRICT

COMMONWEALTH OF VIRGINIA
HOUSE OF DELEGATES
RICHMOND

October 2, 1991

Dr. Edward Carr
Assistant Superintendent for Public Affairs
and Human Resources
Department of Education
Commonwealth of Virginia
P. O. Box 6-Q
Richmond, Virginia 23216

Re: HJR 420

Dear Ned:

It is my understanding that the Board of Education will be meeting in late October, and that the Department of Education recommendations and report per HJR 420 will be on the agenda for that meeting.

As you are well aware, the primary purpose of HJR 420 was to develop a model curriculum and to explicitly provide for special education training of teachers/administrators at the certification/recertification level. Further, it was intended that these provisions be incorporated through the Department of Education and the Board of Education without legislative intervention or mandates.

Over the past several years, numerous legislative, departmental and independent studies have clearly indicated the critical need for these measures. Specific recommendations and requests have been summarily passed over or ignored.

Throughout the past year, however, legislators, former members of study committees and various support groups have been tracking the activities undertaken by the Department as a result of HJR 420. They have expressed genuine concern that the model curriculum may be utilized only as an "in house" guide, and the certification/recertification issue might be set forth only as recommendations rather than requirements. In other words, they fear HJR 420 will become just another study with the same recommendations again ignored.

On behalf of the many individuals and groups who have maintained contact with me throughout the year, I urge you and the Board of

education to take positive action on this critical issue. Let us not allow your efforts under HJR 420 to become just another footnote in the long history of inaction concerning the critical need for training of those who teach our special needs children.

Respectfully,

Joyce K. Crouch

JKC:jb

Enclosures

P.S. It would be appreciated if a copy of this letter and accompanying documents would be furnished to members of the Board of Education when they consider the report required under HJR 420.

cc: Mrs. Kaye S. Lipscomb
1298 Timberlake Drive
Lynchburg, Virginia 24502

Ms. Patricia Bishop
Henrico County Public Schools
P. O. Box 23120
Richmond, Virginia 23223

The Honorable Elliot S. Schewel

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. BOX 60
RICHMOND 23216-2060

October 16, 1991

The Honorable Joyce K. Crouch
Virginia House of Delegates
200 Timbrook Place
Lynchburg, Virginia 24502

Dear Delegate Crouch:

Thank you for your letter of October 2, 1991, reminding me and the Board of Education about the important issues embodied in HJR 420 and supporting positive action at the October meeting. I can assure you that the Department has been vigilant in our pursuit of the requests contained in this legislation.

The model curriculum project team is completing its work and shall have a report prepared for staff review in the next few days. The final report will not only approve the model curriculum, but provides for the dissemination of it to both pre-service and in-service education agencies.

With respect to the recertification alternative, I personally presented the proposed amendment of the teacher recertification regulations to the Advisory Board on Teacher Education and Certification (ABTEC) in May, and it was unanimously approved. The ABTEC recommendation, supported by the Department of Education, will go to the Board of Education in October for their first review. I would anticipate final approval by the Board of Education in November with a retroactive, effective date of July 1, 1991. While I know the recertification option represents something less than your original objective, I believe it is an important, positive step towards making this training a reality for all Virginia teachers.

I can appreciate the frustration that you and other concerned advocates for this cause must feel based on the history you have described. On behalf of the Superintendent and myself, I want to assure you that we are faithfully carrying out the provisions of this resolution to the best of our ability. At this point I am

encouraged about the response from the members of the Board of Education. When final actions are taken, I will be happy to notify you.

Best wishes.

Sincerely,

Edward W. Carr, Ed.D.
Assistant Superintendent
Public Affairs and Human Resources

jj

copy: The Honorable Elliot S. Schewel
Ms. Patricia Bishop
Mrs. Kaye S. Lipscomb

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. BOX 6-Q
RICHMOND 23216-2060

October 18, 1991

Dr. Patricia Abrams
Principal Specialist for Special Education
Virginia Department of Education
P.O. Box 6-Q
Richmond, VA 23216

Dear Dr. Abrams:

Thank you for your informative presentation of the "Model Curriculum" at the State Special Education Advisory Committee on October 17, 1991. As you know the SSEAC has supported the need for regular educators to become familiar with the needs of students in special education for the past six (6) years.

On October 18, 1991 the full committee passed the following motion pertaining to HJR 420:

> Specific course work in special education should be mandated for all preservice students in all teacher education and vocational education programs. For all regular and vocational educators, administrators, and support staff, each local education agency shall implement a training program utilizing either existing course work available through institutions of higher education or locally developed programs. All courses and programs for preservice students, teachers, administrators, and support staff shall provide for a basic level of instruction, equivalent to 3 credit hours and include the knowledge, skills, and activities of the model curriculum. Educators who have previously fulfilled this requirement are exempt.

The committee feels that if the State Board of Education supports this course work requirement for educators, the basic infrastructure for achieving the outcomes of the World Class Education initiative, the Virginia Systems Change project, and the project for Integrating Students with Disabilities will be possible.

The Board may wish to consider possible funding sources to include the use of existing state funds for special education staff development to accomplish this training. Again, we thank you for your leadership and your outstanding presentation. We request that this letter be included in the Report to the State Board of Education, Response to HJR 420 on October 30, 1991.

Sincerely,

Allyson Pate

Allyson Pate,
Chairperson
State Special Education
Advisory Committee

cc: Austin Tuning

APPENDIX C
SELF-STUDY GUIDE: RESOURCES FOR THE APPROVAL PROCESS FOR PROGRAMS PREPARING SPECIAL EDUCATORS IN VIRGINIA SUGGESTED OUTCOMES FOR REGULAR EDUCATION AREAS

This document was developed in 1986 for faculty at institutions of higher education to use when evaluating their special education programs. The contents are advisory in nature, and are not intended to replace official regulations of the Commonwealth of Virginia, but are intended as amplification and clarification to these regulations. State regulations require that all preparation programs meet certain requirements; the program review process serves to ensure that these requirements have been met. The ***Suggested Outcomes for Regular Education Areas*** lists "program shall" statements which pertain to that component of professional education that encompasses special education competencies for the general educator. The list of outcomes have been identified as professional entry level skills.

APPENDIX D

MODEL CURRICULUM REVIEWERS

The Virginia Department of Education team gratefully acknowledges the assistance provided by the following persons who reviewed the model curriculum:

Dr. Susan Asselin
Faculty Vocational Special Needs Program
Virginia Polytechnic Institute & State University

Sandra Ball
Specialist Speech/Language Impaired
Division of Early Childhood, VDOE

Philip A. Bellefleur
Specialist Hearing Impaired
Division of Pre & Early Adolescent Education, VDOE

Pat Bishop
Supervisor Special Education
Henrico County Public Schools
State Special Education Advisory Committee

Linda Bradford
Specialist Regional Services
Division of Administrative Services, VDOE

Marisa Brown
State Special Education Advisory Committee

Dr. W. Arthur Butler
Director of Special Education
Chesapeake City Public Schools
Virginia Council for Administrators of Special Education

Jo Anne Y. Carver
Faculty School of Education & Human Services
Longwood College
Personnel Development Advisory Committee

Patricia Catlett-Jones
Specialist Drop Out Prevention
Division of Pre & Early Adolescent Education, VDOE
VDOE

Jenna Clayton
Specialist Early Childhood Special Education
Division of Early Childhood Education, VDOE

Houston Conley
Faculty Virginia Polytechnic Institute & State University
Principal Preparation Program
Personnel Development Advisory Committee

Suzanne Creasey
Specialist Special Education
Division of Early Childhood Education, VDOE

Sherry DeMoss
Woodrow Wilson Rehabilitation Center
Trade Related Academics Project

Harrison Dixon
Parent

Bill Elsesser
Specialist Regional Services
Division of Administrative Services, VDOE

Liz Everett
Teacher Virginia Beach City Public Schools
Advisory Board for Teacher Education and Certification

Don Fleming
Specialist School Psychology
Division of Early Childhood Education, VDOE

Martha Norris Gilbert
Specialist Developmental Programs
Division of Early Childhood Education, VDOE

Judy Hudgins
Specialist Parent Resources
Division of Early Childhood, VDOE

Sara G. Irby
Specialist Teacher Education

Sara E. Jennings
Teacher Smyth County Public Schools
Advisory Board for Teacher Education and Certification

Helen V. Jones
Specialist Foreign Language/ESL
Division of Early Childhood, VDOE

Rob Jones
Virginia Education Association
Advisory Board for Teacher Education and Certification

Tim Lawrence
Specialist Vocational Student Services
Division of Adolescent Education, VDOE

Virginia K. Laycock
Faculty School of Education
College of William & Mary
Personnel Development Advisory Committee

Kaye Lipscomb
Special Education Local Advisory Committee
Campbell County Public Schools

Judy Little
Director of Personnel and Staff Development
Hanover County Public Schools

Linda McKelvy
Specialist Parents Resources and Parent
Division of Early Childhood Education, VDOE

Susan Y. Mills
Principal
Loudon County Public Schools
State Special Education Advisory Committee
Personnel Development Advisory Committee

Dr. J. Gerald Minskoff
Faculty James Madison University
State Special Education Advisory Committee

Judith B. Munday
Teacher Chesapeake City Public Schools
Personnel Development Advisory Committee

David Netherton
Faculty Vocational Programs, School of Education
Old Dominion University

Paul Raskopf
Specialist Regional Services
Division of Administrative Services, VDOE

Sharon E. Siler
Director of Pupil Services and Special Education
Petersburg City Public Schools
Personnel Development Advisory Committee

Glen Slonneger
Specialist Department of Visually Handicapped

Kay Smith
Specialist Very Special Arts
Division of Pre & Early Adolescent Education, VDOE

Brenda Spruell
Teacher Hampton City Public Schools
Advisory Board for Teacher Education and Certification

Austin Tuning
Specialist Special Education
Division of Pre & Early Adolescent Education, VDOE

1.0 **Child Growth and Development:**
Knowledge and skills in this area will assist the teacher to develop, for purposes of student identification and instructional planning, sensitivity to the impact of disabilities on child development.

Knowledge:

1.1 Describe biological factors that may place a child at risk for abnormal development.

1.2 Describe environmental factors that may place a child at risk for abnormal development.

1.3 Describe stages of normal development from birth through young adulthood, indicating characteristics of abnormal development for the following developmental domains: motor, language, cognitive, social-emotional, psychomotor.

1.4 Define the following terms:
a. developmental delay
b. at risk
c. early intervention

1.5 Recognize the major categories of disabilities: specific learning disabilities, serious emotional disturbance, mental retardation, severe/profoundly handicapped, visual impairment, hearing impairment, deaf, deaf-blind, speech or language impairment, autism, orthopedic impairment, other health impairment, developmental delay, and traumatic brain injury.

1.6 Define, characterize, and indicate the prevalence of each disability.

1.7 Describe the primary impact of each type of disability on growth and development.

Child Growth and Development Suggested Activities

- *Assume the roles of the teacher and parent in a parent conference. Communicate concerns regarding a child's development in one or more areas from both teacher and parent viewpoints.*
- *Given information on a student's health condition(s), discuss the specific learning, social, and vocational problems the student may experience.*
- *Predict implications for changes in teaching methodology which may be necessary in the future, based on student demographic forecasting.*
- *Given case studies of students of early childhood, pre-adolescent, and adolescent ages, identify indicators of abnormal development.*
- *Defend the rationale for early intervention for children experiencing developmental delay.*

1.8 Identify regular characteristics of the following conditions and implications for learning:
a. Attention deficit disorder and attention deficit/hyperactive disorder
b. Fetal alcohol syndrome
c. Drug exposure
d. HIV/AIDS
e. Child neglect and abuse
f. Low birth weight (prematurity)

1.9 Demonstrate understanding of the interaction between cultural influences (e.g., race, ethnicity religion, and differences in socioeconomic status) and disabling conditions on the child and family.

1.10 Identify demographics of future public school student populations including: socioeconomic status, family structure, physical and mental health, ethnic origin, primary language, and other areas found to be relevant for public school educators.

Skills:

1.11 Give examples of how the teacher can recognize possible abnormalities in child growth and development (e.g., know warning signs, use local procedures to validate professional judgement).

1.12 Identify cultural factors that may have an impact on student learning and behavior (e.g., language dialect differences in students and teacher bias).

1.13 Describe the influence that cultural differences may have on family acceptance of a child with a disability and participation in the child's education.

Child Growth and Development Suggested Activities

- *Identify professionals and agencies who could provide information on child development, disabilities, and cultural influences.*
- *Given information on student language behaviors, discuss whether behavior is related to language disability or cultural differences.*
- *Observe a child or youth with a disability in educational settings. Complete a developmental checklist and write a summary of the observation. Compare this student performance with same age peers in motor, language, behavior, cognitive, and social-emotional areas.*
- *Interview a parent of a child with a disability who is of a different ethnic background, religion, and/or socioeconomic status regarding children or youth with disabilities in that culture.*

2.0 **Student Evaluation:**
Competencies in this area are designed to assist the regular educator to understand diagnostic assessment and to use instructional assessment more fairly and accurately with students who have disabilities.

Knowledge:

2.1 Describe the child study process and specifically what is meant by "pre-referral" intervention strategies.

2.2 In general, identify the type of assessment information that is and is not available from assessments such as:
psychological,
educational,
sociological,
medical,
speech & language,
vocational,
occupational therapy,
physical therapy,
neurological assessments.

2.3 Describe the relationship between child study, evaluation, eligibility and the individualized education plan (IEP).

2.4 Identify alternative accommodations and modifications grading procedures for students with disabilities, (i.e., weighting for verbal responses and projects, use of portfolio to supplement cumulative exams, etc.) and determine appropriate use of such modifications.

2.5 Develop an awareness of culturally-biased assessment devices and the resultant impact on educational placement and performance of students with disabilities.

2.6 Identify various commonly used assessment instruments (e.g., intelligence, achievement, processing).

2.7 Describe how test data is transcribed on the IEP.

Student Evaluation
Suggested Activities

- *Given a variety of student evaluation reports (e.g., psychological, sociological, medical, educational, classroom observation and vocational assessment), identify uses of information for the special education process and student program.*

- *Adapt an assessment tool for use when students exhibit mild, moderate, and severe disabilities.*

- *Through classroom observations, review of assessment information, and interactions with a student, determine the student's strengths in learning academic material.*

Skills:

2.6 Explain the use of student evaluation data for purposes of:
   a. determining eligibility for special education,
   b. planning the instructional program,
   c. determining student progress.

2.7 Communicate results of educational assessment, orally and in writing, to different audiences (e.g., parents, other teachers, students).

2.8 Determine acceptable ways to modify/adapt formal and informal assessment tools, administration site, and/or method of administration pertinent to the specific needs of students with disabilities.

2.9 Determine the advantages and disadvantages of traditional and alternative grading procedures for student with disabilities.

2.10 Explain the relationship between culturally-biased assessment devices and the over-identification of minority students in special education.

Student Evaluation Suggested Activities

- *Given a case study describing a child or youth compete a special education referral forma and identify sources of data to make an appropriate referral.*
- *Develop an informal curriculum based assessment tool to measure mastery of specific objectives.*
- *Role play describing the results of an assessment to a student.*
- *Given a case study, role play the teacher making a presentation to a child study team so that the team understands the major issues in the student's everyday performance.*
- *Create a list for use by the classroom teacher that reflects sources of classroom data for the pre-referral and child study process.*

2.11 Given a case study report, with evaluative data, project culturally relevant instuctional goals and objectives.

Student Evaluation Suggested Activities

- *Debate the appropriateness of a standardized test for a known school population taking into consideration the norming of that test.*

- *Read sample evaluation reports from selected assessment personnel and determine that information that is relevant to educational planning.*

- *Prepare a debate favoring alternative grading procedures. Debate the pros and cons of alternative grading for secondary students with disabilities.*

- *Invite a panel of young adults with disabilities to discuss their experiences with assessment and evaluation while in school.*

3.0 **Instructional Planning:**
Competencies in instuctional planning will assist the teacher to use knowledge about students with disabilities, differentiated instruction, and classroom organization to plan instruction that maximizes each student's opportunities to accomplish the common core of learning and other learning goals.

Knowledge:

3.1 Explain what is meant by the concept of differentiated instruction and its application to students with disabilities.

3.2 List and describe instructional strategies likely to be used in the regular/vocational classroom with students who have disabilities, (e.g., cognitive-behavior strategies, cooperative teaching/learning, learning/study strategies, team teaching, computer-assisted instruction, etc.)

3.3 Explain why the IEP is the "cornerstone" in terms of ensuring that appropriate instruction and related services are provided to students with disabilities.

3.4 Describe how augmentative and alternative communication devices and assistive computer devices can be incorporated into daily classroom activities.

3.5 Identify the impact of external factors that affect a student's ability to learn in the classroom: time, class climate, group size, class procedures/organization, sound, seating, pace, distraction, quality of instruction, and interactions with peers.

3.6 Identify the different sensory modalities (e.g., auditory, visual, kinesthetic, tactile) and how they manifest in different learning preferences.

3.7 Identify individual strengths that may enhance the student's performance in the classroom and/or on a future job.

3.8 Identify the presence of bias in instruction that is related to culture and gender and evaluate the appropriate use and application of the instructional materials.

Instructional Planning Suggested Activities

- *Design and implement a group lesson plan that uses a multisensory approach to instruction.*
- *Given information about student(s) with disabilities, prepare a plan to modify the classroom environment, strategies, and materials to facilitate successful integration of the students into the regular classroom.*
- *Given information about student(s) with disabilities, develop lesson plans reflecting the principles of differentiated instruction in accordance with the student's IEP(s).*
- *Given information about certain students with disabilities, modify environment, strategies, and materials to encourage generalization of skills and/or transition from school to work.*
- *Videotape an instructional segment and self-evaluate the effectiveness of the instruction for the student with a disability.*
- *Meet with a student(s) with a disability and discuss the type of modifications, accommodations and interventions that he/she needs to assist him/her in the classroom.*

3.9 Recognize the impact of limited English proficiency including students with English as a second language on performance of all students, particularly those with disabilities.

3.10 Identify sources of support for classroom teachers faced with challenging learning and social problems of students who have disabilities.

Skills:

3.11 Match students' learning preferences with appropriate instructional strategies.

3.12 Given students with cognitive disabilities and students with sensory, speech, language, and orthopedic impairments, describe the effects of external factors on the ability to learn.

3.13 Describe ways to adapt instructional strategies and materials for students with disabilities.

3.14 Identify ways to adapt instructional strategies and materials for students with disabilities using augmentative and alternative devices and/or computer-assisted instruction.

3.15 Based on students' age, educational and developmental background describe ways to collaboratively develop appropriate post-secondary outcome goals.

3.16 Describe ways to inter-relate academics with career and vocational education for students with disabilities.

3.17 Given data from a student's IEP (e.g., strengths, weaknesses, annual goals, short term objectives, etc.) create a lesson plan to accommodate the student.

Instructional Planning Suggested Activities

- *Develop behavioral objectives for students' IEPs that demonstrate knowledge of appropriate instructional accommodations in the general curriculum.*

- *Give information on a student(s) with a disability, create orientation, support, and development strategies for integrating the student into your classroom.*

- *Generate teaching strategies and demonstrate effective use of resources in addressing specific situations involving integration of students with disabilities into the regular education program.*

- *Based on evaluation data, modify an instructional plan to facilitate integration of students with disabilities.*

- *Given information about the learning preference(s) of a student with a disability, determine how the student's classroom performance might be affected and how to accommodate for this.*

- *Develop various scenarios depicting how a particular disability may affect a student's performance (i.e., academic and behavioral) in the classroom and/or on a job.*

- *Identify several learning situations and develop a plan to use peer tutoring to facilitate the integration of a student with a disability.*

3.18 Identify the strengths of a student with a particular disability, as described in a case problem, and relate these strengths to a classroom situation and to a specific job.

Instructional Planning Suggested Activities

- *Meet with several parents of students with disabilities to discuss the types of accommodation, modifications, and interventions used in regular education program to assist their child.*

- *Given information on a student's strengths and weaknesses, project the specific learning and social problems the student may exhibit in a general classroom setting, and than role play a consultation meeting with a specialist where you ask questions on how to address these problems.*

- *Plan a cooperative learning lesson for your class that will include a student with a learning disability, a student with a visual impairment, and a student with moderate retardation.*

- *Using criteria for judging cultural and gender bias, review three or four instructional materials used in the classroom.*

- *Given case studies of culturally diverse students with cognitive, hearing, or speech/language disabilities, write appropriate educational goals and objectives for the individualized education plan (IEP).*

- *Develop an agenda for a team meeting, including identification of team members, to deal with a student learning problem described in a case study.*

4.0 **Classroom Management:**
The competencies is this area are designed to help the teacher use knowledge about classroom organization and behavior management to appropriately address discipline problems presented by students with disabilities in the regular setting.

Knowledge:

4.1 Describe the factors in the learning environment that may have a positive and negative impact on student behavior.

4.2 Identify behaviors that may be related to specific disabling conditions.

4.3 Explain the importance of the following in analyzing student behavior: motivation; classroom environment and schedule; antecedents and consequences; communicative intent; learning modality, style and approach; frequency; and duration.

4.4 Demonstrate knowledge of classroom management techniques and appropriate application.

4.5 Demonstrate knowledge of strategies for behavior management of student behavior (e.g., systematic observation and/or applied behavior analyses).

4.6 Identify sources of support for classroom teachers faced with challenging behavior problems of students.

Classroom Management Suggested Activities

- *Given a videotape of inappropriate behavior demonstrated by a student with a disability, suggest modifications to the learning environment to reduce the inappropriate behavior.*

- *Given a classroom floor plan and a profile of a group of students, make seating assignments and develop a rationale for these decisions.*

- *Given a case study and a lesson plan, predict management problems that may occur and describe teacher strategies to address the potential problems.*

- *Identify target behaviors and conduct a systematic observation of a student with a disability in an integrated setting. Analyze the observation data and develop a plan to modify the target behavior.*

Skills:

4.7 Describe the interaction between a disability and environmental factors on student behavior related to specific disabling conditions.

4.8 Explain the rationale for state regulations regarding the suspension and expulsion of students with disabilities.

4.9 Describe behavior/classroom management approaches that could be successful for working with students who have learning and/or behavior problems related to disabilities.

Classroom Management Suggested Activities

- *Role play conflict resolution in a simulated student conference.*
- *Role play a discipline committee meeting reviewing a proposed expulsion of a student with a disability.*
- *Participate in an experience with a panel of parents to discuss using parents as partners in classroom management and effective student discipline.*

5.0 **Integration:**
Knowledge and skills in this area will assist the teacher to understand the legal, social, educational bases for educating students with disabilities in the least restrictive environment (LRE); the benefits for all students of this integration; and collaborative strategies for implementing this integration.

Knowledge:

5.1 Describe least restrictive environment (LRE) as it relates to integrating students with disabilities into the regular education setting.

5.2 Give reasons based on research for integrating students with mild, moderate, and severe disabilities into the regular education program.

5.3 List the continuum of service delivery settings for students with disabilities and the different types of support services available (e.g., teacher assistance teams, consulting teachers, etc.)

5.4 Explain the importance of the roles of parents and the community at large when students with disabilities are integrated into the regular classroom.

5.5 Define collaboration and consultation as it applies to educational programs and services for students with disabilities and cite examples where collaboration might be ineffective.

5.6 Identify the salient features of collaboration, including goal setting, data collection, problem identification and analysis, development of alternative solutions, action plan and action plan implementation, evaluation, and re-design to solve problems related to placement in the least restrictive environment.

5.7 Describe effective team interactions advocated in the research on collaboration, as evidenced by the following characteristics: mutual respect, trust, and open communication; consideration of each issue or problem from an ecological perspective; consensual decision-making; pooling of personal resources and expertise; shared leadership; and joint ownership of the issue being addressed.

Integration
Suggested Activities

- *Given a case study, work with parents, special education teacher, student and administrator to design a schedule for a student with disabilities to assure that the instructional program takes into account the least restrictive environment.*

- *Examine the list of extracurricular activities in a local school setting (such as clubs, music, and athletics). Determine how each activity could be made accessible to students with disabilities.*

- *Prepare an agenda for staff development activity that addresses orientation of general education teachers to least restrictive environment issues.*

- *Debate the pros and cons of educating a child with a specific disability in the regular and vocational class environment.*

- *Assume the role of a teacher, role play conversations with a child care provider or potential employer, and parents of non-disabled students. Describe the benefits to students who are not disabled of integrating students with disabilities.*

5.8 Identify the salient features of team functioning (e.g., ideal team, over structured team, disorganized team) and team subsystems (e.g., factions within teams, dominant leader, dominant member) when serving students with disabilities in the least restrictive environment.

Skills:

5.9 Distinguish among various models for integrating students with disabilities in regular and vocational classrooms (e.g., consulting teacher, diagnostic prescriptive teacher, itinerant teacher, resource programs, team teaching, multidisciplinary instructional teams, departmentalized teaching, cooperative learning, student grouping, etc.).

5.10 Explain the rationale for integration of students with disabilities with regard to the following issues:
a. labeling
b. minority status
c. legislation

5.11 Distinguish differences between teacher behaviors that facilitate or inhibit individual learning in a regular classroom setting.

5.12 Develop a method to evaluate learning outcomes of students with disabilities in regular settings.

5.13 Explain the role of the classroom teacher in different collaborative arrangements (e.g., consultation, team teaching).

Integration
Suggested Activities

- *Invite parents of students with disabilities to share their experiences regarding the inclusion of their child in typical family, neighborhood, school, and other settings.*
- *Conduct an attitude survey with a regular or vocational education class. Identify areas that will assist integration and areas that will be barriers.*
- *Conduct a self-evaluation of beliefs, values, and attitudes as they relate to the inclusion of students with disabilities.*
- *Role play a conference with a student receiving special education services. In response to he student's negative feelings about his/her program, explain options for change in a developmentally appropriate manner.*
- *Observe an IEP team meeting. Using the characteristics of effective team interactions in item 5.7, critique the meeting.*

5.14 Describe the following:
a. developmental process of teams
b. problems that may occur with individuals or subsystems within a team
c. dysfunctions related to the team as an entity

5.15 Distinguish between productive and nonproductive exchanges in simulated team meetings when discussing the LRE for a student with disabilities.

6.0 **Policies and Procedures:**
Competencies in this area are designed to convey an understanding of the regulatory and ethical bases, and required processes, for ensuring that students with disabilities are served appropriately in the public education system.

Knowledge:

6.1 Communicate in regular terms the primary assurances for students with disabilities given in major federal disability legislation such as: Section 504 of the Rehabilitation Act, Individuals with Disabilities Education Act (IDEA) formerly P.L. 94-142, and the Carl Perkins Vocational and Technical Education Act.

6.2 Describe all phases of the special education process from referral through placement.

6.3 Know how to access, and be familiar with Virginia's regulations for serving children and youth with disabilities.

Skills:

6.4 Provide at least two examples of the impact that federal legislation for students with disabilities has had on educational programs.

6.5 Diagram the special education process, from referral through placement, including timelines.

6.6 Describe, in relation to state special education program standards and guidelines, the various instructional service delivery settings used for special education programs.

Policies and Procedures Suggested Activities

- *In a simulated parent conference explain the special education process to parents in relation to the student's specific situation.*
- *Identify, from case studies of class groupings, those that are in compliance with the state program standards/guidelines.*
- *Given a case study, create a plan for interaction with a culturally different family through the special education process from referral to the child study committee through developing the individualized education program (IEP), including how to accommodate for language differences.*
- *Invite parents of students with disabilities to participate in debate of merits and problems associated with disability legislation.*

APPENDIX E

REVISIONS OF REGULATIONS GOVERNING THE LICENSURE OF SCHOOL PERSONNEL EXCERPT

B. A minimum of 90 points (three semester hours in a content area) in the license holder's endorsement area(s) shall be required of license holders without a master's degree and may be satisfied at the undergraduate (two- or four-year institution) or at the graduate level. Special education course work designed to assist classroom teachers and other school personnel in working with students with disabilities may be completed to satisfy the content course requirement. Technical Professional License or School Nurse License holders without baccalaureate degrees may satisfy the content requirement through vocational education workshops, vocational education institutes, or through undergraduate course work at two- or four-year institutions.